



Early College Amendments

Representative Karen Mayne

WHAT

Request for **\$4,913,600** for Concurrent Enrollment (CE) and **\$2,280,900** for Advanced Placement (AP) funding (both ongoing) for a combined Early College increase of **\$7,194,500**. All funds go directly to LEAs to increase student access to early college courses.

Increased funding enables communities across the state to align with achieving USBE's Strategic Plan Goal of all students earning college credit before they graduate high school.

WHY

The explosive growth in CE programming over the past 3 years has burdened school districts, charter, and universities with bearing the extra costs of the increased enrollment without sufficient compensation to cover these costs. The statewide AP ecosystem experienced a similar trend.

Students coming from socioeconomically disadvantaged or historically underserved populations (e.g, minorities, English learners) participate in AP, CE and/or IB coursework far less frequently than students coming from more economically advantaged or white/Asian backgrounds. These gaps have been persistent for the duration of these programs.

*Students experiencing socioeconomic disadvantage who take at least one early college course (AP, IB or CE) are **27%** more likely to go to college than those that don't*

HOW

Increasing the ongoing appropriation of these programs will unburden the K-12 and Higher Education communities from previously unfunded expansion of these ecosystems.

Tying the yearly increase in these appropriations to program growth will ensure that future program growth will not again outstrip funding growth.

Incorporating the closure of these opportunity gaps into allowable uses of these funds will empower school communities to ensure all students have equitable access.

Percentage of student groups in at least one CE, AP, or IB course

*Students needed to close gap

